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C/PPS

Educational Specialist

Observation of JOT Training Date:

Document No. 24

29 August 1960

NO CHANGE in Class. ☒

☐ DECLASSIFIED

Class. CHANGED TO TS S C

DDA Memo, 4 Apr 67

Auth: DDA REG. 77/1763

By: 025

1. As requested I observed a selected sampling of the JOT Program (IS) offerings with the objectives of: "Do the JO's get a good picture of the DD/I?" and "Does the combination of practical work give the JO's a good idea of DD/I activities and functions?"

2. As you know, in most of the sessions the class is divided into three sections with several staff members in attendance at each. This gives an approximate instructor-student ratio of about 2 to 17. The staff members apparently take one group through the course (10 days). Each section performs approximately in a similar manner and prepares and presents 10 different intelligence items, several oral, the remainder written. These intelligence items are representative of actual briefings and responsibilities of the DD/I. Ample data and materials are furnished the students for their individual preparations and presentations.

3. I feel, that with the samplings I observed, that I can give an unqualified answer of "YES" to both questions posed above.

4. In fact, these sessions have several outstanding elements that recommend it as a possible model for some of the other JOT instruction. To mention a few:

- a. student groups that are small
- b. close working with the staff members
- c. frequent consultation (feedback) with staff members as to student performance
- d. each presentation in the form of a problem-solving situation
- e. each presentation shown to bear directly with the practical, every-day work of the DD/I
- f. student participation (critiquing) of student presentations (I believe that there are elements here that could stand strengthening)
- g. student defense of his own presentation (within certain limited substantive capability)
- h. preparation, use, and resultant value of training aids in conjunction with presentations.

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